

INCREASING STUDENT'S SPEAKING ABILITY USING PROCEDURE TEXT THROUGH LIVE PERFORMANCE IN THE SECOND GRADE AT SMK BHAKTI LUHUR MALANG

Mikhael Beka

Post Graduate School, Universitas Islam Malang, Indonesia

[Email:bekamikhael@gmail.com](mailto:bekamikhael@gmail.com)

Abstract

The students of SMK-Bhakti Luhur Malang had low achievement in English at speaking ability. They didn't have strong motivation in studying English, they were afraid to speak English. Therefore, a special method is needed to improve the students' speaking ability. The research design of this study was a classroom action research. The subjects of the research were 30 students. This study was done in two cycles. However before implementing these cycles, the researcher carried out preliminary study to find out the students' problem in studying English.

In this class action research aims to improve the teaching and learning process of English to measure their improvements in speaking ability, the researcher has determined the criteria of success. And the student was said successful if student got a least 70. The class percentage was said successful if 85% the students or more reached the passing grade. The researcher employed the collaborative classroom action research design and the researcher was assisted by a collaborator teacher in conducting the study. The research was conducted in three main steps; Planning of action, observation, and reflection. The objective of this study is to improve the speaking ability in procedure text live performance of the second grade at SMK – Bhakti Luhur Malang. This research use Classroom Action Research adapted from Stephan Kemmis and Robin McTaggart(1992 in Arikuntoro 2002) in planning, action, observing, and reflecting on the data collected from teaching and learning process and the students speaking presentation test. The subjects of this students were 30 students the second grade. This research of two cycles because in the second cycle the criteria success achieved. Each of them consisted of three meetings for teaching learning process. The data were collected through : observation sheet and presentation test. In this research, the researcher used kinds of procedure text live performance

The findings indicated that using procedure text live performance is one of the strategy-improved students ability in speaking procedure text . After the researcher conducted the first and second cycle, it was shown that the result of the second cycle improved. Only 5 of 30 students (15%) still received scores under the target 70. The improvement of the students score had met the criteria of success, because twenty five students(85%) achieved the target score (70). Therefore, it is suggested to English teachers and future researchers who want to improve the students English speaking ability in procedure text live performance.

it also makes the students more interested and active in teaching and learning process.

Key Words: *Increasing, Live performance, Speaking Skill.*

INTRODUCTION

Based on the 2013 curriculum, the aim of teaching English in Indonesia particularly in high school (SMK / MK) is for students to improve their communication skills in both oral and speech forms to confront the growth of information and technology in the era of globalization. The English area has also been an attraction of its own. This has always become a special interest because of the importance of the English area. It is attributable to the value of English in every area of our lives. English as an foreign language holds the right to place. According to Departemen Pendidikan Nasional (2003: 43) English is a tool of communication among peoples of the world to get trade, social cultural, science, and technology goals. In addition, English skills are essential in job growth, and students need to recognize and use English to strengthen their trust in light of global competition. Nababan (1993: 19) said that "the purpose of teaching English is to learn four language skills, including speaking , listening , reading and writing." David, (2001: 89) assumed that "in the international relationship, English speaking ability is very important to be able to participate in the wider world of work. The capacity to communicate is calculated in terms of the willingness to perform a language dialogue. Persons who learn a language are considered "speakers" of that language. That knowledge encourages teachers and parents to believe their students and children can learn the ability to communicate. Based on the aforementioned factors, English language education has concentrated in recent years on teaching English rather than Foreign language instruction. The emphasis is not only on the language skills of the language learners but also on their communication skills development. In order to develop the learners' communicative ability, the teacher needs to create a scenario to teach the target language in a vibrant, active and interesting manner (Permadi, 2002 : 24-24). Speaking performance is taught in academic year 2019/2020 at SMK -Bhakti Luhur Malang's second grade But that still hasn't been effective. That is because the students had trouble getting out. We have the poor ability to orally communicate their feelings. They lose language and have trouble expressing their feelings, they are also weak in grammar since they rarely speak. It is 70. Before giving the treatment, the researcher reading a preliminary study to know the student's score in speaking procedure text. The first study was done on March, 25, 2020. From the score list it was known that most of the students, about 25 students (85%) got a score under the criteria of the success of English it is 70.

The teacher invited them to speak English during the teaching-learning process, some of them didn't understand and they just kept silent. They know the term in Indonesia but they have trouble expressing it in English They have to exercise their skill

in daily life to talk well. The teacher will also be motivated, creative and will give them the chance to practice their capacity to communicate. There are many teaching-learning mechanisms that can attract students to talk, e.g. through live demonstration using procedural text. About the student's ability in speaking many students face problems in speaking. There is another research about speaking performance, and the first research conducted by Osboe, Fujimura & Hirsche (2007) in *Student Confidence and Anxiety in L2 Speaking Activities*. It is found that in speaking class the students' first language (L1) it the prior personality factors that reflected in second language (L2) factor classroom speaking performance.

temporarily, Haidara (2016) *Psychological Factor Affecting English Speaking Performance for the English Learners in Indonesia*. The results of the research reveal that the psychological factor truly affects negatively the students' English in live speaking

performance. Although most of the students think that they have a good level of English vocabulary and grammar, they are insecure while speaking English. Most of the problems were (1) Fear of making mistakes (2) Feeling shy (3) Feeling hesitant (4) lack of confidence while speaking English.

There have been endeavors four by previous researchers using different kinds of language procedure text of English instructions as well as to improve student's language skill. Therefore, this study adopts procedure text to improve student's speaking skill of live performance. There is some inconsistency in the previous studies with the present analysis, depending on the preceding researches above. First, based on previous research, the gap in this research is to investigate self-confidence and live performance of the students. In fact, the previous research involved overseas pupils, but one work was carried out in Indonesia. Nevertheless, this study is being done in Malang, which was not explored in this region city of Malang by previous research above. Furthermore, the researcher focuses on the second grade students as the previous studies examined in undergraduate, elementary and senior high school. Based on his preliminary work, it was found that the difficulties of speech among students was attributable to factors there. Firstly, the students seemed unwilling to understand the phrase, secondly, they seemed hesitant to make errors when using English in both structuring and pronouncing terms, and thirdly they lost self-confidence when attempting to talk.

According to Coady (1993) in Pamungkas (2018) stated that vocabulary is the prior element that helps students in mastering speaking skill. This element can help the students in transforming their idea or feeling effortlessly. When students did not have enough vocabulary, it makes them difficult to understand and share their idea. So that in the language learning process, especially in speaking class vocabulary, it is an important thing that students should have because it builds students' ability in transforming the information and the material deeply depend on the context. Speaking is one of the basic skills in learning language. It plays a crucial role in the context of teaching English as a foreign language in Indonesia. By speaking students can express their ideas, thoughts, and feelings orally through a foreign language. Without speaking there is communication with others through speaking. Richards (2008) stated that: Mastery in English speech is a requirement for many learners of the second or international language. As a consequence, learners often assess their language learning progress as well as the quality of their English course on the basis of how they have developed their language skills.

Therefore, the teachers should give students opportunity to practice their speaking skills by activities that put them into real practice communication. Wood (2009) states, "effective communication is vital long-distance friendships, romantic, public speaking, interviewing, classroom learning, and productive group discussion". It implies that communication is needed all people around the world to make a relationship with others. In communication we need a language to interact with others. In relation to student's difficulties in speaking procedure text, Rokhmawati (2010) states the date the problem is that the students can not arrange the steps of procedure text so that students less active to express their skill. To overcome this condition, the teacher brought procedure text in the class. Her research proved that procedure text in live performance could be used to encourage student's vocab

The first research conducted by Keefe & Shi (2017) on *An EAP Program and Students' Success at a Canadian University* found that self-confidence has dominant evidence to increase students' speaking ability in group presentation practice. Furthermore, procedure text can be developed with an appropriate program that gives a chance to the participants (students) to express their idea in a small group. It can be said

in developing students' live speaking performance can be supported by a suitable agenda that can make students actualize their ability.

In another study by Tello (2012) indicated that the research process prompted students' speaking confidence through the use of technology. The research is also an opportunity to enhance the teacher's efficiency and becoming a facilitator by directing a pedagogical strategy that encouraged students to take decisions to resolve their loss of trust in all three areas of skill, competence and desire to participate.

METHOD

RESEARCH DESIGN

This research was conducted in the classroom. Since generating the inspiration for the students in speaking class was not easy. As the researcher is a trainer, the researcher aims to examine the challenges, studies the learning cycle and seeks to find a remedy. CAR is an important medium for enhancing the level of instructional success of English teachers as well as the learning achievement of English inclassroom students. Therefore the organisations work with the English instructor to undertake this work in order to develop a creative technique which could lead to the development of the English teaching-learning of SMK-Bhakti Luhur Malang.

The Classroom Action Research design of this study is collaborative Classroom action research. Kemmis and Taggart (1992) assert that action research is collaborative. In this the research the researcher collaborated with the one of the English teachers at school who helped the researcher in preparing several activities such as designing a plan of action, observing and monitoring the action process. In this study, the researcher acted as teacher and the collaborator acted as an observer. Adapted from Kemmis and Taggart (1992 in Arikunto 2002)

The research design of this study is classroom action research. Latief (2010) said " Classroom Action Research for instruction is an approach to English teacher's professional development and to improve students' learning in which English teachers systematically collect data and reflect on their works and Mc Taggart (1992) the terms 'action' and 'research' highlight the essential feature of approach: trying out ideas in practice as a means of improvement and as a means of increasing knowledge about the curriculum, teaching, and learning.

SMK-Bhakti Luhur's (the collaborator's) researcher and English instructor shared and explored how to develop a process text as a creative technique for live performance. In addition, the teaching conditions, performance metrics, and testing instruments were developed and collaboratively devised. The researcher applied the teaching situations of performing, whilst the partner was responsible for studying it. The consultant had little chance to interfere with the researcher in the teaching scenarios implementation process.

In addition to doing the action, during implementation the researcher could also observe the atmosphere in the classroom. The assessment can also be achieved by administering a questionnaire in live output methodology to the students at the closing stage of the test. Checklist, field observations and Instruments are often spread via interview protocols. First, the researcher and the consultant collaborated together in meditation to devise, evaluate, and agree on the technique's weakness or progress.

Finally, the procedure for this research was implemented for six meetings in two cycles, following the theme provided in the English curriculum of K13. The topic for speaking in live performance situations, however, is made mostly by the researcher and some are taken from other sources, such as work book, magazine, and worksheet which are then modified by the researcher and collaborator. In this analysis, an English teacher

as a collaborator helped the researcher to see the real situation and to find the problem in teaching the learning process , particularly in speaking skills.

They have the poor ability to express their idea orally. They lack vocabulary, so they have difficulty expressing their idea, they also poor in pronunciation because they seldom practice pronouncing words in the class. They are not brave and afraid to speak English, also do not have motivation in studying English and the teaching strategy used by the teacher was not interesting.

In this phase the teacher explored about the real situation including student's problems in learning English. The preliminary study was undertaken to define, evaluate and state the issues the instructor and students encountered. To know the question, the researcher questioned the English teacher about the technique implemented and examined the teaching learning cycle in the classroom because of the time. To teach English was restricted, so the instructor never allowed the students to practise. For the students they were low in vocabulary, the less interest they had in speaking subject, they really knew the word in Indonesia, but they were difficult to tell English. Lack of willingness to say and phrases in English. The approximate score for the test is set.

Since the issues were found the preparation was well organized. The preparation involves implementing the approach, drawing up assessment sheets and setting standards for performance. Based on these plans, the researcher implemented the text of the procedure live results in the teaching capacity and the collaborator observed the students during the implantation of the text of the procedure in the teaching. The collaborator teacher observed all the activities done in the classroom by using observation Sheet

From this activity it was found some problems in speaking. Most students had problems related to procedure text and some words to make a good sentence. Beside that, there is ungrammatical sentences produced by the audiences. Most of them got little score in speaking the procedure text in live performance.

The consistency of the live production students in the grammar , pronunciation, and vocabulary speech test hindered their performance ratings. While the purpose to talk was great, some grammar, phonemic, lexical mistakes sometimes created frustration on the listeners. Fluency is another characteristic that increased speech among the students of the theatre. In this case, fluency is ideally characterized as the development of speech without too many unnecessary pauses. Fluency also indicated the theater students' confidence because high confidence invites someone feels free thus they can produce speaking with only limited unnatural pauses.

Based on the collaborator's recommendation, fluency should be more accentuated because it became the theater students' general view of having good ability in speaking. Every rate describe how the theater students' perform practicing the live performance. The rate 4 indicated excellent live performance done by the live performance students. The rate 4 indicated very good performance. The rate 3 was for good performance, and the rate 2 was for fair performance. Accepted performance has been rated 1 and failed to 0.

The key instrument in this study was the speaking measure that the live performance students had a minimum passing grade (KKM) of 70 (maximum rating is 100). Based on the collaborator's explanation, 85% of the live performance students were able to pass this standard. So, ideally, the present research would be successful if 85% of the live performance students can reach at least very good level (not less than 70 points) at their speaking test live performance

Present application of data techniques on live output is essential. In addition to the study report, this can suggest the benefits and limitations of execution of the

Policy. This data was obtained from the authentic opinions of students performing directly in speaking text procedures, the researcher determined that this direct performance strategy could develop direct speech displays for students in the text procedure, well it happened at each meeting that the students presented a process of making and using something and analyzed it using certain indicators and quality. Such tests indicate the students' speech abilities. Great, nice, average, and poor. The satisfaction of the requirements is focused on the student presentation 's analysis of words outcome. When 85% of the performance of the students belongs to the positive standard, the first criteria.

The analysis indicates the average value is 50, in the first period. The mark to qualify is 70. There were 25 students (83 per cent) who had not yet reached the exam. Students are categorized success if they have passed grade according to the success criteria. Class is categorizing success if the grade was passed by 85 per cent of students.. It means that teaching learning process had been unsuccessful and it was better than the preliminary study, but it did not fulfill the criteria of success because there were only 5 (83%) students got passing grade.

Observe	Pronunciation	Fluency	Average	Mastering Class
Total Score Average Cycle 1	28,66	34,66	63,32	15%

In the second cycle, the results show an average score of 83. Graduation scores are 70. There are 25 (85%) students who get a passing score from KKM. According to the assessment of success, students are categorized as successful if they get a passing grade. Class is considered successful because it has reached the criteria there are 85% 30 students get a passing grade. This means that the teaching and learning process has been unsuccessful and is better than the preliminary study, however, 5 students who have not yet achieved KKM success meet the criteria for success so that (15%) is not yet 100% of KKM 70

Observe	Pronunciation	Fluency	Average	Mastering Class
Total score Average Cycle 2	40	56,66	96,66	85%

CONCLUSION AND SUGGESTION

The result This study was aimed at understanding the researchers' results that the usage of live technique success in procedure text increased the speech capacity of the students in peocedure text. in order to be successful, several procedures in teaching and learning activities the students were easy to develop their speaking. It also encourages the students to express speaking more lightly to their friends or to the teacher in daily life or in the learning process.

The use of live performance technique in teaching the text of the speaking process allows the students to make substantial improvement. Results demonstrate that the students result in stronger method file language. From cycle one to cycle two the students obtained higher performance. The writer organizes recommendations on this occasion to render this work a methodological reference for prospective scholars, thus undertaking research on related study topics. The advice also seeks to include instructional information on issues occurring in the learning of speaking processes

generally for the potential of more students to talk in live results , particularly English classroom teachers.

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